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ABSTRACT

The purpose of the New Hampshire Vocational English as a Second Language Project was to develop and disseminate a model program to serve limited English speaking individuals in New Hampshire's Vocational Education programs. Phase 1 identified the target population of students in grades K-12 through teacher surveys, and of out-of-school populations through contacts with social and religious organizations, adult education personnel, and key individuals in the community. Selected administrative and instructional personnel in the Nashua School District were interviewed to determine their awareness of the needs of the limited English proficient population and to procure their support for project activities. Phase 2 involved implementation of the model program developed at the end of phase 1. Its five basic components were (1) testing for placement and instructional planning: (2) career counseling for junior and senior high school students: (3) instructional programming for junior and senior high school students: (4) staff development in testing English as a Second Language, cross-cultural career counseling, and modification of English as a Second Language programs to include vocational vocabulary and concepts: and (5) curriculum library development. Phase 3 consisted of dissemination. (Appendixes include instruments for identification of target populations, summary of project activities, and ten student profiles.) (YLB)

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ED189333

FINAL REPORT

New Hampshire Vocational English as a Second Language Project

Nashua/Keene, N.H.

June 30, 1980

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The Vocational Education Act, as amended in 1976, identifies persons of limited English proficiency as a special target population for employment and training programs. Under Public Law 94-482 certain funds are set aside to develop and disseminate accurate information on this group as well as to develop programs designed to train and/or assist the limited English proficient to improve their employability or to upgrade their skills.

The New Hampshire Vocational English as a Second Language Project was undertaken in an attempt to discover how the terms of the federal legislation might best be implemented in New Hampshire.

The proposal describing the Project articulated two goals:

1) To develop a model program to serve the Limited English speaking in New Hampshire's Vocational Education Programs.
2) To make this Model available to all Vocational Programs in New Hampshire.

The main thrust of the Project, therefore, has been research, though as the Model Program has evolved, several processes and procedures have been implemented.

The Project consisted of essentially three phases, though there has been some overlap with regard to certain activities.

In Phase I, there was a need to gather data concerning the number and nature of the limited English proficient population in the Nashua School District. Data was sought on both in-school and out-of-school populations in hopes of obtaining an over-all picture of the linguistic minority population. This identification process, which is

crucial to the success of any program involving linguistic minority populations, is fully described in section III of this report.

Contacts were also made with agencies knowledgeable about employment needs in Nashua. Information was collected for use in vocational counseling with the limited English population.

All occupational programs in the School District were visited by the Project staff. Administrators and Instructional Personnel were interviewed, facilities and classes were observed and descriptive literature was collected. Also, all occupational programs for adults and/or out-of-school youth were contacted and information on resources was collected.

Finally, selected administrative and instructional personnel in the Nashua School District were interviewed to determine their awareness of the needs of the limited English proficient population and to procure their support for the activities of the Project.

At the end of Phase I, a Model Program was developed as a guideline for experimentation during Phase II. The design of the Model Program was evaluated by two specialists in Vocational Education, John Cepaitis of the Nashua School District and John Faust of Keene State College. The comments and suggestions of the evaluators were incorporated into the Master Plan.

Phase II of the Project involved implementation of the Model Program. The Model Program consists of five basic components:

1) Testing
2) Career counseling
3) Instructional programming
4) Staff development
5) Curriculum library development

Testing

All students in the junior highs and high school identified as coming from a non-English background were tested for proficiency in English. The test results were used for the establishment of base-line data, for placement, and for the planning of instructional activities. At the end of the school year, students were again tested to measure progress and to recommend on placement for the ensuing year.

Career Counseling

All junior and senior high school students in the ESL program were given career assessments and follow-up career counseling. For the high school students the Comprehensive Occupational Assessment and Training System (COATS) was used. The Assessment for Career Education (ACE) and the Singer Picture Interest Inventory were administered to the Junior High students.

Instructional Programming

Based on both formal and informal assessments of the students' proficiency in English, instructional programs were individually designed for each student in the junior and senior high schools. In addition to the evaluation of the ESL instructors, there was regular consultation with classroom teachers, especially English, and with guidance personnel. For those students involved in career oriented courses, the ESL teacher made an effort to incorporate appropriate material into the instructional activities in English.

Staff Development

The Model Program calls for training of staff in three areas: testing English as a Second Language, cross-cultural career counseling, and modification of English as a Second Language programs to

include vocational vocabulary and concepts. Workshops were held on ESL testing and programming but the Project was unsuccessful in arranging for a workshop on cross-cultural counseling. Since this is an area of great importance, it is hoped that such a workshop will take place in the near future.

Curriculum Library Development

The Project collected a large number of reference works, instructional texts and test instruments. The Project also collected materials for use in career assessment and career counseling.

Phase III of the Project consisted of dissemination. On a local level, all key administrators and instructional personnel in the Nashua School District have been involved with the development and implementation of the Project. All appropriate individuals will receive copies of the final report. On the State level, the Division of Vocational-Technical Education of the State Department of Education has received regular reports of Project activities, including the final report. All Vocational Education Directors in the State have been informed of the Project's goals and results, and will be provided copies of the final report on request. Furthermore, many of the vocational instructors in the State have been informed of the Project as a result of their participation in staff development workshops. On a National level, the Project Director has responded to questionnaires from Michigan, New Jersey, and Oregon. A copy of the final report will be filed with the Bureau of Occupational Education. The final report will also be submitted to ERIC for consideration.

The following sections outline the development of the Project and describe the steps taken in each phase.

A. BACKGROUND NARRATIVE

1. Problem Area and Need:

Although available statistical data is largely unreliable, it is clear to many professionals in Education and Social Services that linguistic minorities constitute a sizable and ever-growing population in New Hampshire. Many children from non-English-speaking homes are seemingly able to function in an English-only instructional setting and thus give the appearance of bilingual proficiency. However, research has shown that teachers' perceptions of student proficiency are often erroneous. Most students, for whom English is a second language, will not become biliterate without special help. Furthermore, many will drop out of the educational system when their achievement level begins to fall below their expectations. Thus, these students are to be considered "disadvantaged" since without special attention, they are not receiving equal educational opportunity.

2. Related Research and Review of Literature:

The proposed project reflects a pragmatic rather than a theoretical orientation. For many years the Project Director has worked with professionals and community leaders who have contact with the linguistic minorities in New Hampshire. No local research has been done which specifically addresses the problems to be attacked in this Project. However, during Phase I of the Project, the Project Staff will carefully review investigations carried out in other states. Both the gathering of data and the development of a plan for a Model Program will take into account findings reported in the literature. In sum, then, it is expected that while the literature may offer the Project Staff guidelines on how to better serve students identified as Limited English Speaking, the proposed Project will nonetheless need to determine which students are to be served and what specific programmatic innovations will be necessary to fully serve them.

3. Description of Proposed Project (overview):

The Project will be based in Nashua, New Hampshire. The students to be served will be those identified as being disadvantaged due to Limited English Proficiency. The potential target population will be drawn from regular students in the junior and senior high schools, school drop-outs, and students in the Adult Education Programs. The program areas to be involved are Language Arts (including English as a Second Language), Vocational Education, and Guidance. Plans for the Project are divided into three phases. In Phase I the Project Director will recruit one or more staff members from the Nashua School District to assist him in data gathering and planning. After initial orientation sessions the Project Staff will interview selected administrative and instructional personnel to determine the present perceptions of need among the various employees of the District. Information will also be gathered on the availability of statistical data which might be useful in identifying the target population. Using the available data as a base, the Project Staff will, through a series of procedures, collect comprehensive data regarding the numbers of potential vocational education students of limited English proficiency who are currently residing in the

District. The profiles developed will also include data reflecting age/grade level and the current relationship of the individuals concerned to the instructional programs of the District. Finally, the data will reflect an assessment of the needs of students of limited English proficiency currently enrolled in Vocational Educational Programs. In conjunction with this local research effort, the Project Staff will also run a computer-based search of available research and bibliographic material. The computer-based search will be supplemented by consultations with other projects and Vocational Education personnel both in New Hampshire and Nationwide.

Having analyzed the locally collected data and the pertinent national research, the Project Staff will formulate a plan for a Model Program to be implemented in Phase II. This plan will inevitably be based on the research carried out in Phase I. However, the Model Program will probably include the following components. First, a testing program to determine the target populations' proficiency in the four skills in English. Secondly, counseling of the identified population to develop career awareness, increase understanding of opportunities in vocational education and arrange placement in appropriate instructional activities, both mainstream and supportive. For the staff-related component, workshops will be constructed and presented to classroom teachers and guidance personnel in the area of career awareness. These workshops will train these staff members to incorporate career awareness concepts into their regular on-going programs. There will also be workshops for ESL teachers and vocational education aides. These workshops will provide training in the implementation of support activities for students who are having some difficulty being fully successful in vocational education programs due to their limited proficiency in English. A further component of the Model Program will be the acquisition and construction of curricular materials designed to bring about mastery of vocational education skills and concepts by students whose initial proficiency in English is limited.

In Phase III, the Project Staff will travel, by invitation, to Vocational Education Centers around New Hampshire and meet with administrative and/or instructional personnel for the purpose of reporting on the development of the Model Program in Nashua and the sharing of any transferable processes or insights. The Project Staff will also offer support services in Nashua and other areas of New Hampshire upon request. Technical Assistance will be available for Staff Development, Curriculum Development, Testing, and matters relating to the Specific needs of the linguistically disadvantaged.

As a result of Phase I, we will expect to have three comprehensive Documents:

1. A description of the population to be served in the Model Program - numbers, grade levels, present involvement with vocational education.

2. An extensive bibliography of related research and a master list of pertinent curricular materials available free or through purchase.

3. A detailed plan for the implementation of a Model Program to fully service the identified population in the area of vocational education.

As a result of Phase II, we will expect to have tested most, if not all, of the identified target population in terms of their proficiency in English. We will subsequently have arranged for individual counseling sessions to fully inform these students of the relationship between the Vocational Education Program and their career goals. Based on the test results, appropriate learning activities will be advised to insure that the student's mastery of English is sufficient to facilitate success in a vocational education program. Beyond work with individual students, the Project will have formulated and presented one or more career awareness workshops for classroom teachers and guidance personnel. As a result, these staff members will be able to integrate discussions of vocational education opportunities into their on-going programs.

As a result of professional development workshops for ESL teachers, it is expected that these staff members will be better able to relate language instruction to the Vocational Education program. Vocational Education aides trained through the Project will similarly be sensitized to the problems that the Limited English Speaking have in the classroom and will be trained to help these students overcome their linguistic disadvantage. By procuring and constructing curricular materials designed specifically for Vocational Education programs servicing the Limited English Speaking, the Project will help those staff members working with these students to increase their effectiveness by utilizing hitherto unavailable resources.

As a result of Phase III, the process followed in the Model Program and the insights and information acquired as a result of the process will have been shared with other vocational centers in the State of New Hampshire. Consequently any center which so desired could initiate a similar process having available the resources of the Model Program in Nashua.

The overall impact on Vocational Education in New Hampshire is based on three elements. First, the Limited English-speaking population will be identified and the process of identification as well as a means of up-dating the census will have been established. Secondly, those professionals most directly involved with Vocational Education and with students of limited proficiency in English will have been given special training both in terms of instructional strategies and awareness and will be prepared to implement innovations in their programs and more fully serve this disadvantaged group. Third, a body of resource and curricular materials will have been collected and will be available for sharing through duplication and/or loan. Finally, the Project Staff will have gained valuable expertise and will be able to function as consultants to any district wishing to examine its Vocational Education Program with a view toward better service to linguistic minorities.

B. PLAN OF ACTION

1. GOALS: 1) To develop a Model Program to serve the Limited English Speaking in New Hampshire's Vocational Education Programs

2) To make this Model available to all Vocational Education Programs in New Hampshire

2. PERFORMANCE OBJECTIVES	3. ACTIVITIES	4. EVALUATION
1. To orient Project staff to Project goals and design	1.1 Project Director will conduct orientation sessions for staff	1.1 Project Director will determine when objective has been met
2. To determine what statistical data is presently available on the Limited English Speaking in Nashua	2.1 Project staff will collect available data from selected administrative and instructional personnel in Nashua	2.1 Collected data will be organized and recorded and a filing system will be established
3. To determine the present perception of need among administrative and instructional personnel in Nashua for special services to the Limited English Speaking in the area of Vocational Education	3.1 Project staff will conduct interviews with selected administrative and instructional personnel and will record responses	3.1 Responses collected in the interviews will be organized and filed to be utilized in the model-building phase
4. To expand the data base by collecting comprehensive data on the Limited English Speaking in Nashua	4.1 Project staff will interview educational personnel, staff members of social agencies, personnel of special programs such as the Youth Incentive Program, parents, community workers, and church workers to determine the numbers of potential Vocational Education students of Limited English proficiency in Nashua	4.1 Interview responses will be carefully analyzed and a statistical report will be drawn up reflecting age/grade level and current relationship of these individuals, to the instructional programs of the District
5. To determine the needs of students of Limited English proficiency currently enrolled in the Vocational Education programs of the District	5.1 Project staff will examine student performance records and interview instructional personnel, guidance counselors and, where possible, the students themselves	5.1 An individual report will be prepared for each Vocational Education student identified by the Project staff as having limited proficiency in English

2. PERFORMANCE OBJECTIVES	3. ACTIVITIES	4. EVALUATION
6. To determine nature and extent of available research and bibliographic material in the area of Vocational Education for the Limited English Speaking	6.1 The Project staff will run a computer-based search of the various data banks 6.2 The Project staff will consult with other Projects and with Vocational Education personnel in New Hampshire to supplement the computer search	6.1) a) Identified resources will be analyzed for appropriateness to the projected Model Program and the situation in New Hampshire b) Selected research will be catalogued for use in Model Program development c) A selected bibliography will be developed for use in New Hampshire
7. To analyze the identified research with a view toward utilization	7.1 Project staff will procure, study and discuss the identified research. When appropriate, research will be discussed with selected consultants	7.1 A report will be drawn up indicating how the processes/findings reported in the research can be utilized in the plan for the Model Program
8. To collect resource materials and an initial curriculum library	8.1 Project staff will procure selected resource and curricular materials based on bibliographic search undertaken in (6) above	8.1 Resource materials will be catalogued and appropriately housed for ready access 8.2 Annotations will be prepared to assist Project staff and others in the use of these materials
9. To formulate a Plan for a Model Program	9.1 Project staff will draw up a Plan for a Model Program designed to accomplish the overall goals	9.1 The Plan will be evaluated by at least one Vocational Education consultant from Keene State College and one staff member of the Nashua School District

2. PERFORMANCE OBJECTIVES	3. ACTIVITIES	4. EVALUATION
10. To implement the Model Program planned in (9) above	10.1 The Project staff will undertake a testing program to determine the English proficiency of actual and potential Vocational Education students who come from a non-English background	10.1 Standardized testing instruments will be used and results will be compared to national norms
	10.2 The Project staff will undertake, in cooperation with guidance and instructional personnel, a counseling program to develop career awareness in the identified population	10.2 Feedback will be sought from instructional personnel on the effectiveness of the counseling program's design and content
	10.3 The Project staff will advise students and staff on appropriate instructional activities, both mainstream and supportive, to help the Limited English Speaking succeed in Vocational Education	10.3 Feedback will be sought from students and instructional personnel regarding the effectiveness of the learning activities designed and implemented through the Project
	10.4 The Project staff will plan and present a series of workshops for ESL teachers and Vocational Education aides to provide training in the implementation of support activities for students in vocational programs whose English proficiency is limited	10.4 Review of participant evaluation forms; feedback from Vocational Education instructors
	10.5 The Project staff will plan and present one or more workshops to train instructional and guidance personnel to incorporate career awareness concepts into their on-going programs	10.5 Review of participant evaluation forms

2. PERFORMANCE OBJECTIVES	3. ACTIVITIES	4. EVALUATION
	10.6 The Project staff will acquire and produce a set of curricular materials designed to bring about mastery of Vocational Education skills and concepts by students whose initial proficiency in English is limited	10.6) a) Feedback will be sought from students and instructional staff who are using these materials b) Materials produced by the Project will also be evaluated by an outside consultant
11. To inform Vocational Education Centers in New Hampshire of the processes developed and information acquired in the Nashua Project	11.1 The Project staff will travel, by invitation, to any or all of the Vocational Education Centers in New Hampshire and will present workshops for administrative and/or instructional personnel to inform them of the results of the Nashua Project	11.1 Review of participant evaluation forms
12. To provide technical assistance to the Vocational Education Programs in New Hampshire	12.1 The Project staff will provide, on request, assistance in the areas of staff development, curriculum development, testing, or instructional programming for linguistic minorities to any or all of the Vocational Education Programs in New Hampshire	12.1 Feedback will be sought from the appropriate administrative and instructional personnel

5. TIME FRAME

Starting Date of Project: July 1, 1979 Ending Date: June 30, 1980

OBJECTIVES	1ST QUARTER MONTHS			2ND QUARTER MONTHS			3RD QUARTER MONTHS			4TH QUARTER MONTHS		
	1	2	3	1	2	3	1	2	3	1	2	3
1	X											
2	X		X									
3	X		X									
4	X		X									
5	X		X									
6	X											
7	X											
8	X											
9	X		X									
10			X	X	X	X						
11							X	X	X	X	X	X
12							X	X	X	X	X	X

Identification of Target Population

The target population to be served in the Model Program can be divided into two groups: the students enrolled in grades R-12 and the out-of-school population or adult education students. Data on the in-school population was obtained from teacher surveys in grades R through 12, and data on the out-of-school population was collected as a result of contacts made with social and religious organizations, adult education personnel, and key individuals in the community.

Two language surveys were conducted in the Nashua Public Schools, which requested elementary classroom teachers and/or secondary English and Home Room teachers to identify those students (1) who speak English as a second language and (2) who speak English as a first language but who come from families in which one or more languages other than English are spoken by other family members. (See attached sheet #I) A total of 200 students were identified in part 1 on the survey which is approximately 1% of the total school district enrollment. Part 2 on the survey identified 706 students, or 5.8% of the total enrollment. Of the 200 students identified in number 1 on the survey, 39.5% speak French as a first language, 24% speak Spanish as a first language, and 12% speak Portuguese as a first language. The remaining 34.5% represents a variety of linguistic groups. A breakdown of languages by grades can be found on the attached sheet #II. In part 2 of the survey, the principal linguistic group indicated is French (73.5%). A further breakdown of this data is on attached sheet #III.

Of the students in Grades R-12 identified as speaking English as a second language, 55 are presently receiving E.S.L. support service. Sixteen of the students receiving E.S.L. instruction are in junior or senior high school. Fourteen of these students are enrolled in pre-vocational or vocational education courses.

It was difficult to obtain accurate data concerning the out-of-school population. Using as a basis the statistical data compiled by the U.S. Department of Commerce, Bureau of Census, concerning the principal mother tongues of the population in Nashua, contacts were made with various churches, social organizations, and key individuals to help identify the limited English-speaking population.

In an effort to identify the Spanish-speaking population, the Latin American Citizens Organization (LACO) was contacted. They were unable (or reluctant) at the time to furnish any names; however, Ms. Umberta Warner, a volunteer worker with the Organization, indicated there are approximately 250-300 Spanish-speaking people in Nashua. In a later conversation with Ms. Claudinia Spare, President of the Organization, she said that approximately 1% of this number are unemployed and most of them cannot speak English. Ms. Spare added that most of the other Spanish-speaking people are employed as unskilled laborers, and speak English to varying degrees of proficiency. She stated that LACO is in the process of up-dating its file of names, and could furnish more accurate data at a later date.

St. Stanislaus, the Polish parish, and the Polish-American Club were contacted to identify the Polish population. However, no limited English-speaking people were identified. It was indicated that the approximately 700 Polish people in the community covered a span of

3-4 generations. The older members of the group speak Polish as well as English, and the younger members speak only English.

It was learned through contact with St. Phillips Greek Orthodox Church that there are approximately 450 members of the Greek community; however, it was indicated that most Greek-speaking people were bi-lingual and only an occasional recent immigrant is unable to speak English. At present no limited English-speaking persons could be identified.

Contacts were made with St. Casimir's parish and with Mrs. Judy Ferrari at the Portuguese Bakery in efforts to identify any Portuguese people with limited English ability. It was learned there are approximately 100-120 Portuguese people in the area. Mrs. Ferrari was able to identify 23 families, including approximately 81 people, some of whom are limited English-speaking.

The French-speaking population is the largest linguistic group in Nashua with over 15,000 people. In contacting different social organizations, such as the Club Canadian and Lafayette Club and the French-speaking parishes, St. Francis Xavier and Infant Jesus, it was learned that most French-speaking people also speak English, and the R.A. was unable to identify anyone who is a limited English speaker and who might benefit from a program such as that being developed by the Project. The R.A. felt there was a reluctance to admit that there are French speakers who are disadvantaged because of an inability to speak English.

Through contacts with personnel from the Adult Learning Center and the Adult Basic Education program, it was ascertained that there are currently 13 students enrolled in ESL classes at the Adult Learning

Center and 16 ESL students in the A.B.E. program, representing nine linguistic backgrounds. Many of these students are housewives or professional people who need to learn English for basic living in the U.S. None of these students are currently enrolled in a vocational education program.

Of the other linguistic groups represented in Nashua, the R.A. was unable to identify actual individuals. Contacts in the community indicated that perhaps community awareness about the Project might help in identifying those individuals who at present cannot be pinpointed. The R.A. would concur with this since it is believed that there are individuals who are shy or reluctant to be identified as limited English speakers.

As part of Phase I of the N.H. VESL Project, selected administrative and instructional personnel in the Nashua School District were interviewed to determine if they felt there is a need in the District to develop a program to service limited English-speaking students in vocational education.

During September, initial contacts were made with personnel at Nashua Senior High School, including Mr. Stanley Stoncius, the principal, and Mr. Joe Christiansen, chairman of the Guidance Department. Likewise, the Research Assistant spoke to the principals and some guidance personnel at the three junior high schools. The R.A. also met with Ms. Dorothy Olliver at the Adult Learning Center as well as Mr. Robert Schambier, Director of the Adult Basic Education program in Nashua, to ascertain the felt need of the adult or out-of-school population. Of those individuals interviewed, it was the general consensus that the purpose of the project is in the best interest of the limited English-speaking population and worthy of further study and consideration. It was felt, however, that the need for ESL support services in vocational education was difficult to determine since there is no existing program, per se, within the District; therefore, limited English-speaking students whom such a program would serve are not actively being encouraged to pursue careers in vocational areas. Mr. Christiansen at the High School also felt that many vocational education instructors are unaware of the limited English-speaking students' needs since most of them are able to superficially function in class. At present there are about six students at the High School who are enrolled in Industrial Arts/Vocational Ed. and/or Home Economics courses. Five of these students are receiving ESL help; however, the

ESL instruction is not directly related to their vocational training at this time. The R.A. explained the Project to Ms. Lois Ladner, Coordinator of the Home Economics Department; Ms. Virginia Hallisey, Coordinator of the Business Education Department; and Mr. Al Fischer, Coordinator of the Industrial Arts/Vocational Education Department, and asked them to make referrals of students in their departments who were having difficulties in class because of language problems. They sent memos to their instructional staffs; however, only one student was referred. This would indicate that there is a need to increase faculty awareness in assessing the needs of students of limited English ability presently enrolled in vocational education programs at the High School.

Those involved in the out-of-school or adult education programs, particularly Ms. Olliver and Mr. Schambier, felt there was a need for such a program; however, there were several problems involved. It was felt that one of the basic problems was getting the target population interested and motivated in undertaking such a program. It was mentioned, as an example, that the number of individuals who are taking advantage of the existing out-of-school or adult education programs compared to the actual number who are in need of such programs is very low. However, by making an effort to increase the limited English-speaking students' awareness of vocational training available and career opportunities for a trained person, it was felt that there could be positive results. It was also mentioned that industry might be reluctant to encourage limited English-speaking employees to take advantage of such a program, for example, by giving them released time, since they would have to pay higher wages for skilled workers.

Also during September, contacts were made with various community service agencies and organizations. On one occasion the R.A. spoke to Mr. Wally Glasscock, Director of the CETA Come Back and Youth Entitlement Programs. He put the R.A. in touch with Ms. Jody Ayres and Ms. Pauline Laliberte who are both out-of-school counselors in the Come Back Program and are in contact with students at the Adult Learning Center. The R.A. also met with Mr. Richard Provencher and Ms. Lorraine Gerstein, who are the in-school counselors for the Youth Entitlement Program, and work with junior and senior high students. All of these individuals indicated that the limited English-speaking student's ability to work efficiently was somewhat limited due to language proficiency. They expressed an interest in the Project, and felt that there was a growing need in the area for such a program. They offered to assist in making referrals and identifying limited English-speaking persons.

The R.A. talked to two administrators at the N.H. Vocational-Technical College; Mr. William Andrews, Coordinator of the Extension Service, and Mr. Norman Brown, Dean of Admission and Dean of Students. It was learned that very few limited English-speaking students enroll at the College. During the past ten years in the day school, only four or five limited English-speaking students were matriculated. These students were required to take the TOEFL before they were accepted, as are all applicants whose first language is not English. Since the TOEFL requirements were quite high, those applicants accepted did not require special instruction in English. Limited English-speaking students are not actively being sought to enroll in the College, and most students in this category are referred to the Adult Learning

Center or some other institution which can better provide the necessary ESL training. Consequently, at present there are no facilities or provisions to provide support services in ESL since there is no need for them. On the other hand, it was indicated that if support services in ESL were available at the College, they would more actively recruit students with limited English abilities. Likewise, the Extension Service does not have any limited English-speaking students presently enrolled. As in the day school, no services are provided for such students, and as the College makes it a policy not to duplicate services provided by other institutions in the area, i.e., the A.B.E. program or Adult Learning Center, students with English language deficiencies are referred to these other institutions. However, Mr. Andrews also indicated that they could accommodate an ESL program for vocational education students if there were a need.

It is the conclusion of the R.A. after talking to administrative and instructional personnel in the School District as well as selected individuals in the community who are in contact with or at least aware of the limited English-speaking population that the purpose of the Project is worthwhile and the proposed program would be of service to the limited English-speaking population in Nashua. However, there are certain obstacles to overcome before such a program is able to serve those for whom it is intended.

It was evident to the R.A. that there is a great need to increase the awareness of the guidance and instructional personnel as to the problems and needs of the limited English-speaking students. The R.A. believes there are limited English-speaking students who have not been identified by teachers since many of these students are able to function nominally in the class and the teachers are unaware that the students have English language problems. Guidance personnel could also benefit from learning more about the needs of the limited English-speaking students, and how they might counsel such students concerning opportunities in vocational education, especially if the students were able to receive supportive ESL help along with their vocational education training.

Similarly, the R.A. feels that efforts must be made to increase community awareness about the Project. After speaking to different individuals in the community about the Project, the R.A. learned that there are people to be served by the Project, particularly in the Spanish- and Portuguese-speaking communities. However, the out-of-school target population is more difficult to identify. Many of these people have assimilated into the community and their jobs, and thus it

becomes more difficult to locate and try to interest them in how they can benefit by becoming trained, skilled persons. Many of these people are already employed as unskilled laborers, and the R.A. was told by those people who have had contact with this sector of the target population that it might be difficult to interest them in possible opportunities in vocational education. The R.A. was also warned about the social and cultural attitudes which should be considered when seeking to counsel the limited English-speaking person concerning career opportunities. The R.A. was told that many of these people are shy and reluctant to admit that they have a language problem and need special help.

The R.A. feels that the Project has the support of most of the people interviewed. However, efforts must be made to increase awareness concerning the needs of the limited English-speaking students and to create a community awareness about the Project in order that more members of the target population in the community might learn about the opportunities available to them through the Project.

Occupational Training Programs at Nashua High School

Limited English proficient students can receive vocational training at Nashua High School through the Business and Distributive Education, Home Economics, and Industrial/Vocational Programs offered there. The student can develop employable and salable skills in many diverse areas. The Business and Distributive Education department offers courses in the following areas: typing, accounting, computer programming (basic), data processing fundamentals, business management, business communications, shorthand, business machines, and office procedures. The Home Economics department offers such diverse training as weaving, child growth and development, consumer education, foods, housing and interior decorating, nutrition in health and disease, sewing, careers in child care, health occupations, and culinary arts. The Industrial and Vocational programs offer courses in exploratory electricity, electronics, graphic communications, general metals, drafting, woodwork, and small engines. Trade and Industry electives can be chosen in such areas as auto mechanics, drafting and design, electricity, machine shop, mill and house carpentry, or plumbing and heating.

During the months of March through May, 1980, the Research Assistant visited the Business and Distributive Education, Home Economics, and Industrial/Vocational departments at the high school. He talked to the respective heads of the departments, and was given a tour of the facilities in each department, i.e., classrooms, workshops, etc. Each department is very well designed and equipped to give the students training and experience in situations very similar to the real work world. Students in the Business Education department can receive

training in courses ranging from learning to type to participating in the simulation of an actual office with duties ranging from clerk to office manager. Similarly in the Home Economics department, weaving students can work on floor looms and culinary art students can be involved in such activities as food preparation or kitchen design and layout, to mention only a few of the facilities available to students in that department. The Industrial Arts and Trade and Industry department is just as impressive. There are facilities available for the student to learn such fundamentals as simple woodworking or electricity or more advanced programs involving developing skills in cabinet-making or actually building a house.

Having participated in the Career Awareness Fair at the Nashua Mall in February, the Research Assistant was also able to observe the work produced by the students in vocational training programs at the high school. Their work is very impressive, and they obviously receive excellent training.

While visiting the various vocational training departments at the high school and junior highs, the Research Assistant was able to talk to some of the teachers, particularly concerning the involvement of limited proficient students in such training programs. It was the general consensus among department coordinators and teachers to whom the Research Assistant talked that most LEP students can function quite well in vocational programs, particularly those which involve a minimum of oral skills or reading skills and require more hands-on activities. The exception to this would be in the Business Education department, particularly in upper level courses such as machine transcription or business communications, the latter of which requires

proficient oral and writing skills. However, on the whole, it was felt that there are suitable training programs for most LEP students at Nashua High School.

Having learned more about the vocational education programs and the facilities available at Nashua High School and at the three junior high schools, the Research Assistant feels that in the future he will be better able to counsel and advise LEP students who are interested in acquiring skills in a particular vocational field. He has a better understanding of what facilities are available, and which programs are more suitable to the LEP student. As an ESL teacher as well, he also feels that he will be better able to incorporate learning activities into the student's regular ESl lesson to complement what the student might be studying in a vocational area.

A Model Program to Service the Limited English Speaking in Vocational Education

I. Introduction

The Model Program described herein was designed to improve the delivery of instructional services to students in the Nashua School District. However, a major goal of the Project is the transferability of this Model Program to any district in New Hampshire where linguistic diversity is a factor. Since the Model Program is made up of related but separable components, a district wishing to adapt or adopt some, but not all, of the activities would be free to to do so. Adopting the total Model Program would address the following six objectives.

II. Testing Program

A. Rationale

Children from linguistic minority backgrounds have been programmed in an unorganized (i.e., non-standardized) fashion in the past. Those with obvious deficiencies in English were referred to the ESL staff for special instruction. This instruction seemed to be considered by most staff persons as "a remedial" support activity. Two anomalies have become apparent in the analysis of the results of this somewhat informal procedure. First, several students from non-English linguistic backgrounds have been placed in ESL programs even though they are apparently fully proficient in English. Secondly, several students, again from non-English backgrounds, have not been identified as being limited in English proficiency since they are superficially able to function in their instructional activities.

A testing program will not only objectify the determination of the proficiency level of students from a non-English background, but will also aid all those involved with planning and implementing instructional activities for these students to do so appropriately and knowledgeably.

B. Objectives

All in-school students at the junior high and high school levels identified as either 1) having a first language other than English or 2) coming from homes where languages other than English are spoken will be tested for their proficiency in English by the end of the first semester.

C. Activity

The skills to be tested are listening comprehension, speaking, reading, and writing. Various commercially produced test instruments will be used, but the primary source of data for the determination of proficiency will be the Basic Inventory of Natural Language distributed by CHEC-point systems (1558 N. Waterman Ave. Suite C, San Bernardino, California 92404). The tests will be administered by ESL staff members of the Nashua School District.

Scores on the tests will be evaluated both by the distributors (when this service is available) and by the ESL staff. The test results will be used both as base-line data to determine progress at later points and as guides for the programming of appropriate instructional support activities.

III. Career Awareness

A. Rationale

Informal surveys, personal experience, and national statistics

all indicate that persons from non-English backgrounds have an incomplete and often erroneous understanding of the world of work in the United States.

Whether due to inadequate counseling, cultural differences, or personal or family bias, many students from a non-English background do not take full advantage of the vocational programs of the district.

It is believed that by presenting appropriate information to them and their families, many of these children might plan their courses of study differently.

However, the intent of this activity is not to channel linguistic minority students into one or another type of career but rather to increase their awareness of the multiplicity of possibilities.

B. Objective

All students identified as being limited in proficiency in English will be given career awareness counseling.

C. Activity

This activity will involve a two stage process. First, all students will be administered the Comprehensive Occupational Assessment Training System distributed by PREP, Inc. (1575 Parkway Ave., Trenton, N.J. 08628). Upon receipt of the evaluation of responses from the distributor, individual counseling sessions will be scheduled with each student. The results of the assessment will be discussed and the counselor will attempt to clarify the relationship between the student's career goals and the instructional programs of the district. As part of this process, the counselor will endeavor to assure that the student fully understands the possibilities in Vocational Education (including Home Economics and Business Education) and the rela-

tionship between these programs and projected employment patterns both locally and nationwide.

IV. Instructional Support

A. Rationale

Persons of limited proficiency in English have been identified by acts of congress and by official U.S. government agencies as being "disadvantaged" due to their linguistic backgrounds. Thus, in order to provide these students with equal educational opportunity it is necessary to implement support services in English as a second language so that they might fully participate in academic and occupational settings. The Vocational Education Act, as amended in 1976, identifies the limited English proficient as a special target population for employment and training programs. The intent is to develop ways to help these persons acquire sufficient job skills and English language skills to contribute fully to the economy of the United States.

From a pedagogical standpoint, it seems clear that deficiencies in any of the four skills in English will inhibit learning in an English-only instructional setting. Not only are children from a non-English background deficient in their ability to manipulate the structures of the English language, most likely they also differ greatly in the concepts to which they have been exposed. Without special help it is unlikely that they would be able to succeed in an environment where Anglo-American conceptual development is taken for granted by most teachers.

B. Objective

Based on the test results, the ESL staff will plan and implement appropriate instructional support activities for all students who need treatment.

C. Activity

These activities could range from intensive instruction in English as a Second Language for the student who is monolingual in a language other than English to occasional help with one or more of the four skills. Recognizing that proficiency in English is a requirement for most of the available jobs in the U.S. today, mastery of the standard language will be a goal for all students. However, to the extent possible, learning activities in English as a second language will dove-tail with the career-oriented instructional programs of each student. Since most students will be pursuing different courses of study and will have different levels of proficiency in English, individualized programming will be essential.

V. Career Awareness Inservice for Professional Personnel

A. Rationale

The district currently has available a number of vehicles to bring about career awareness on the part of students. These include career education curriculum guides, career fairs, career assessment and career counseling. It is not known to what extent there is district-wide articulation of these various efforts, but certainly dissemination of details concerning the various activities should result in increased coordination. An anticipated result of improved career counseling of the limited English proficient students will be a higher retention rate in the educational program due to an increased

awareness on the part of the students of the relationship between their learning activities and their career goals.

B. Objective

Workshops will be planned and held on ways in which to increase career awareness on the part of the students.

C. Activity

These workshops will be primarily for guidance personnel but other staff members such as ESl instructors and key administrators will be invited to participate. Selected classroom teachers may also be included. The workshop will focus on the need for career awareness, the changing nature of the world of work and the increasing cultural and linguistic diversity in our state and nation. All current district activities designed to achieve career awareness will be discussed so that all participants become fully informed of present efforts. Participants will be asked to recall problem areas experienced in the past and to brain-storm for potential future innovation. Another component of this workshop effort will be career counseling for students from a non-English background. Cultural differences and the nature of limited proficiency in English will be discussed.

VI. ESL Inservice Training for Professional Personnel

A. Rationale

The testing workshop is based on a perceived need by all parties involved. While all ESL staff members have had some exposure to testing concepts and are familiar with a few testing instruments, none feels completely confident in this area. The workshop will provide an opportunity for professional growth that will have immediate

and substantial benefits to the students served. The support activities workshop is needed because ESL teachers have traditionally been accustomed to working in an academic background. Training generally does not include instruction on how to articulate ESL with other areas of the academic program and certainly not with vocational education. Also, textbooks in the past have primarily been written without direct reference to other areas of the curriculum. This workshop will show the participants how they can build bridges from their instructional activities to the learning needs of their students. Specific techniques discussed will include individualizing, the construction of learning activity packets and the selection and modification of commercially available instructional activities.

B. Objective

The ESL Model Project will conduct an inservice training activity to help ESL professionals in (1) understanding uses of various testing instruments available to them, (2) understanding the inherent problems of ESL students enrolled in vocational programs, and (3) how to remediate the situation.

C. Activity

In addition to participating in the career awareness workshops (see V.,B. aforementioned), ESL staff members will be asked to attend workshops involving testing for language dominance and proficiency and implementing support activities for limited English proficient students in career oriented instructional programs. The testing workshop will include a discussion of basic testing types and concepts, a look at past and current testing practices in the Nashua School District, a hands-on examination of a variety of commercially produced testing instruments, and a planning session to

select one or more instruments for future use as well as a method for recording and utilizing student test results. The workshop on instructional support activities will include a look at the relationship between ESL and vocational education (or any career oriented program), a discussion of relative needs of mastery of the four skills for various occupational clusters, discussion of core vocabulary, discussion of curriculum development, and a chance to examine a variety of commercially produced materials which relate English to the world of work. Other components of the workshop will be an analysis of past and present problems and planning for the future.

VII. Curriculum Library and Materials Development

A. Rationale

There is a continued need for professional development and consequently reference books need to be added so that staff members can inform themselves of developments in the field. Since bilingual vocational education is such a new area, there is a need to collect those materials which are just now being published. Since each school situation is in some respects unique, it will probably be necessary to add some locally-produced materials to those which are commercially available. (It should be pointed out that many of the texts collected for the curriculum library can be purchased under the provisions of Title IV).

B. Objective

The project will set up a library for professional staff to use to remediate learning deficiencies of ESL students as they relate to vocational education by providing access to commercially or teacher developed materials.

C. Activity

As those involved in the Model Program become aware of curricular materials which might be useful in providing instructional support services to students from non-English backgrounds, such materials will be ordered and a curriculum library will be established. These materials will include reference works for the instructional staff and teaching texts dealing both with the basic structure of English and English as it relates to the various occupational fields. As instructional materials, such as learning activities packets, are developed by the ESL staff, these will be catalogued and housed in the curriculum library for future use and potential dissemination.

VIII. Conclusion

As a result of this model program, all of the identified target population will have been tested in terms of their proficiency in English. Individual counseling sessions will have been arranged to fully inform the students of the relationship between their career goals and the instructional programs (including Vocational Education) of the district. Based on test results, appropriate learning activities will be implemented to insure that each student's mastery of English is sufficient to facilitate success in the world of work.

Following the career awareness workshops, it is anticipated that teachers and guidance personnel will be better prepared and more inclined to stress career awareness (including Vocational Education opportunities) in their on-going programs. Similarly, it is anticipated that ESL staff will be increasingly sensitized to the special needs of their students, particularly as these relate to preparation

for a career. The ESL teachers will have gained expertise in testing and other professional techniques and procedures and will have become knowledgeable about the development and acquisition of curricular materials relating ESL to vocational education.

Thus, to the extent that the Model Program is successful, the needs of the identified disadvantaged population, i.e., those students with limited proficiency in English, will be more fully met.

Statement of Impact

Perhaps the greatest impact to result from this year's project to develop a program to service limited English-speaking students in Vocational Education has been to sensitize administrators and teachers about the needs of limited English-speaking students. After numerous contacts with key administrators and instructional personnel, the Research Assistant feels that there is a greater awareness concerning the needs and problems involved in teaching limited English-speaking students, and a greater awareness about the need to direct such young people into suitable programs so that they are able to develop employable and salable skills.

The Project has also had considerable impact on the District's ESL program. Although an ESL program has existed for several years in Nashua, it is the opinion of the Project Staff that the program has become better established, and its purpose and goals have become better defined. Administrators and teachers throughout the system have certainly become much more aware of the ESL program and its operation. There is still a need to sensitize administrators and teachers to the purpose and goals of teaching English as a second language. By providing ESL testing instruments, the Project has helped tremendously in the process of identifying and evaluating potential ESL students. Before this year, there were not adequate testing instruments in the District to evaluate the language dominance and English proficiency of students from non-English speaking backgrounds. The Project Director helped the District acquire their own instruments and equipment through Title IV.

The Project also had great impact on the professional develop-

ment of the ESL staff through consulting services of the Project Director at regular ESL staff meetings, and through the workshops presented by the Project Director. The Project Director was always willing to provide assistance and guidance to the ESL staff.

Because of the research conducted in collecting data about limited English-speaking students and identifying such students within the system, it is felt that potential ESL students were more accurately identified than in the past, and thus able to be better serviced. The Research Assistant gained valuable experience in identifying the ESL population which should help in the identification process in the future.

Due to the fact that a great deal has been learned by the entire ESL staff about identifying the ESL population and evaluating potential ESL students, it is felt that such students' needs can be better met, and individual learning programs can be designed to better service the students. The ESL staff has also become more sensitized to the needs of the ESL students, and better able to meet and service these needs. Base-line data has been collected and documented on all ESL students who were serviced this past year. This should help tremendously in designing appropriate learning activities, and in addressing the needs of these students next fall.

The ESL staff has also become more sensitive to the need for career counseling for ESL students. It is the hope of the Project Staff that in the future the ESL staff will be able to play a much more active role in counseling ESL students about career opportunities. The Research Assistant has obtained first-hand knowledge about the varied vocational programs available in the District, as well as out-of-school opportunities in the Nashua area. The Research Assistant

has also learned a great deal about career assessment from his experience in using the COATS and ACE assessment materials this past year. It is his hope that in the future he will be better able to assess career awareness and career interests of ESL students.

Although the Project failed in its efforts to sponsor a workshop on cross-cultural career counseling this year, it is hoped that such a workshop will take place next year through the District's regular staff development program. The Project has noted an increase in the limited English proficient population over the past year, e.g., 33% increase in Spanish-speaking students, and feels that the area of cross-cultural counseling and career counseling for ESL students is one that should be addressed in the immediate future.

The Research Assistant also feels that another major impact of the Project is the assistance given the Special Needs department in identifying potentially handicapped students who are either bilingual or dominant in language other than English. Though peripheral to the purpose of the Project, that which the Project Staff was able to learn about assessing bilingual students with potential handicaps was shared with the Special Needs personnel in the District.

Attached Sheet #1

2nd Survey

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APPENDIX A

TO: ELEMENTARY CLASSROOM TEACHERS/SECONDARY ENGLISH TEACHERS

FROM: JOSEPH R. GIULIANO, Assistant Superintendent - Elementary

RE: TEACHER LANGUAGE SURVEY

Federal legistlation mandates that every school district identify its students for whom English is a second language and/or who come from families in which one or more language other than English is spoken. A preliminary survey has already been conducted in Nashua, and it has shown that a number of students fall under one or both of the above categories. In order to cross validate the data and to restrict it precisely to the criteria delineated above, it is requested that you read the attached form carefully and provide the appropriate information. All teachers in the survey must return a form to their principal's office by Tuesday, October 30th, 1979. If the data requested does not apply to any students in your class, please write N/A on the form.

Please follow these instructions on the attached form:

1) List all students in your class whose first language is not English, and indicate such students' first languages.

2) List all students not listed above who may have learned English as a first language but who have family members who speak a language/s other than English, and indicate the language/s spoken by other family members.

44

Attached Sheet #II

GRADE	FRENCH	PORTUGUESE	SPANISH	GREEK	THAI	HINDI	NORWEGIAN	FINNISH	CHINESE	ARABIC	POLISH	PERSIAN	VIETNAMESE	GERMAN	ARMENIAN	ITALIAN	DUTCH	ROMANIAN
R		2	1															
1	2	2	7											1	1			1
2	4	2	2				1					1	1					
3	9		6	1														
4	6	1	3													1		
5	2	5	3					1		1			1	2	2			
6	5	2	3		1											1		
7	6	3	6	3													1	
8	7	3	5			1							1					
9	15	1	6	1			1			1	1	1	1	3		1		
10	7	1	3	1								1	2	1			2	
11	9	2	2	1				1					1			1	2	
12	6		1						1					1		1		
SN	1																	
Total	79	24	48	7	1	1	2	2	1	2	1	3	7	8	3	5	5	1

(2) 1st Languages of Students who speak English as a Second Language

GRADE	FRENCH	PORTUGUESE	SPANISH	GREEK	POLISH	GERMAN	ITALIAN	HINDI	NORWEGIAN	FINNISH	CHINESE	ARABIC	PERSIAN	ARMENIAN	DUTCH	SWEDISH	KOREAN	TURKISH	JAPANESE	LITHUANIAN	OTHER	(Asian Indian, Filipino, Ukranian, Taiwanese(?), Yiddish Indonesian)
R	7													1	1							
1	16	1	6	2		3	2	2			2					1	1	1	2		1	1 1
2	18	1	5	2			1															
3	26	1	2	2		2	3														1	
4	25	2	2		1	1		2					1					1		1	1	
5	49	2	2	1	1	3	1				1											
6	70	2	1	8	3	3	1		2					2					1	2	1	
7	51	1	5	5		5	3															
8	23	1		2		1						1										
9	67		4	3	4	3	4								1					2	1	
10	62		1	5	1	4			1	1					2	1		2		2	1	
11	40			2	2	2	2		1										2			
12	62	1	1	3	3		3									1						
SN	3																					
Totals	519	12	29	35	15	27	10	4	4	1	3	1	1	3	4	3	1	4	5	7		8

(2) Languages of other Family Members

TEACHER _____ SCHOOL _____

1) Student's Name	Grade	1st Language other than English

2) Student's Name	Grade	Language/s (other than English) of other Family Members

September 17, 1979

1st Survey 47

TO: Elementary Classroom Teachers/ Secondary Home Room & English Teachers

FROM: Joseph R. Giuliano, Assistant Superintendent of Schools

RE: Teacher Survey of Target Population with Limited English Ability

We are attempting to identify persons within the Nashua School District who demonstrate limited proficiency in English. We ask your cooperation in the identification process of the target population. If you can answer any of the following questions, we would appreciate you providing the appropriate information on the attached form, and return to this office by Friday, September 21st.

A) Have you observed any students in your classroom who have demonstrated limited English proficiency in the areas of understanding, speaking, reading, and/or writing? Please check which areas in item A on the attached form.

B) Are there any students in your classes who are speakers of a language(s) other than English? Please indicate which language(s) in item B on the attached form.

C) Are you aware of any students whose family members are speakers of a language(s) other than English? Please check item C on the attached form.

D) Do you have any students with unusual surnames which might indicate that they or members of their family are speakers of a language(s) other than English? Please check D on the attached form.

TEACHER SURVEY OF TARGET POPULATION WITH LIMITED ENGLISH ABILITY

TEACHER'S NAME _____ SCHOOL _____

NAME	AGE	GRADE	A				B	C	D
			AURAL	SPEAKING	READING	WRITING	OTHER LANGUAGES SPOKEN		
53									54

APPENDIX B

Summary of Project Activities 7/2/79 - 10/31/79

1. Administration of Project

   Much of the Director's time in Phase I (First Quarter) was spent establishing a working relationship with school administrators in Nashua. In addition, such details as arrangements for office space, telephone, office supplies and the hiring and training of Project staff needed to be handled. A lot of time also went into the learning of forms and processes employed for accounting procedures both at Keene State College (University System of N.H.) and at the N.H. State Dept. of Education.

2. Consulting Services

   The Project Director has served as a consultant to the Nashua School District by participating in the hiring process for all new ESL staff and in the decisions as to assignments of ESL staff both new and returning. The director made a presentation on ESL in Vocational Education at John Faust's workshop on Instructional Leadership on July 26. The Director has also met on a weekly basis in September and October with the Nashua ESL staff and their supervisors to coordinate the efforts of the group.

3. Curriculum Library Development

   Using bibliographies, catalogs, flyers, and every available source, the Project Director has ordered numbers of curricular materials that seem to be appropriate to the goals of the project.

   These materials include reference works, testing instruments and instructional texts.

4. Professional Development-Project Staff

   The Director attended a two-day conference on Bilingual Vocational Education ust prior to the start-up of the Project (June 28+29). He also attended a full day conference on ESL in Concord, N.H. on 10/12. The Research Assistant has attended conferences on Oct. 20 and Oct. 27. Both the Director and the Research Asst. have been actively reviewing the professional literature which the Director

4. Professional Development-Project Staff Continued.

has been collecting. And both have benefitted greatly from contacts in the "field" in Nashua. Finally, The Project Director has contacted several professionals in other states for their recommendations concerning the development of this Project.

5. Project Planning and Direction

Using the grant proposal as a guide, the Project Director has planned all activities of the Porject Staff with a view toward carrying out the goals and objectives of the Project.

These include the training of the Research Assistant, and the assigning of all his tasks, and the evaluation of his reports. Also, included is the preparation of evaluative reports at the close of each Phase of the Project. Thus, at the end of Phase I (Oct. 31, 1979) we have prepared documents reporting on interviews with administrative and instructional personnel in Nashua, a survey of the Limited English Proficient population in Nashua, and a preliminary, through extensive, bibliography of curriculum materials for ESL in Vocational Education.

Finally, we have drawn up a Master Plan which will define the Project Staff's activities during Phase II (Nov. 1, 1979 - March 15, 1980).

6. Research

In addition to the study of reference materials and of recommendations from other professionals, we have also been active in developing our own data in Nashua. The Research Assistant has contacted virtually everyone involved in some official or representative Way with persons of non-English background in Nashua. He has worked with school administrators and the ESL instructional team to conduct an accurate survey of the non-English background children in the Nashua Schools. Both of these research efforts have been documented in reports. (see #5)

Summary of Project Activities 11/1/79 - 1/31/80

1. Administration of Project

Most of the Director's administrative activities during the period were routine. Financial and other reports were prepared and filed with the Vocational - Technical Division. The Project Director consulted with the Business Administrator at Keene State College in the preparation of these reports. The Director hired and trained a new secretary in January, 1980.

2. Consulting Services

The Project Director continued to serve as a consultant for the Nashua School District as the ESL program there develops. The Project Director planned and conducted an all-day workshop on Testing English as a second language. This workshop was held at the Nashua High school on 11/16/79. In addition to the entire Nashua ESL staff, the Director of ESL services for the CONVAL school District was also in attendance. The Project Director consulted regularly with the CONVAL staff during this period. The Project Staff met with the Nashua Special Needs personnel on 12/3/79 and 12/4/79 to discuss evaluation of potentially handicapped children from non-English backgrounds.

3. Curriculum Library Development

The Project Director has continued to develop the collection of instructional materials, testing instruments and reference works. During this period the Project Director also ordered a complete collection of ERIC documents (on microfiche) relating to the goals of the Project.

4. Professional Development - Project Staff

The Project Staff attended an all-day workshop on Bilingual Vocational Education held in Framingham, Massachusetts on 11/17/79. At that meeting we conferred with Pat Landurin of the Massachusetts State Dept. of Education regarding testing of special needs children from non-English backgrounds. We have consulted with her by phone several times since that date. We have also consulted with George de George of the NADC office at Lesley College in Cambridge, Massachusetts regarding testing instruments in Portuguese. During this period the Research Assistant has been engaged in research on cross-cultural career counseling. This will enable him to carry out the objectives of the Model Program related to this area which include individual counseling with the Limited English Proficient students and the presentation of workshops for guidance personnel. The Research Assistant has also continued to contact key individuals in the Nashua area who work with the various linguistic minority groups. These contacts will enable the Project Staff to make decisions regarding the improvement of delivery of services to these minority groups.

5. Project Planning and Direction

Objectives 1, 2, 3, 4, 5, 6, and 9 of the Plan of Action submitted with the Project Proposal have been accomplished. Objectives 8 and 10 are underway and will continue through June 1980. Plans have been set to carry out objectives 7, 11, and 12 within the time limits of the project. In order to carry out the activities of the Project and to meet the stated objectives, the Project Director draws up plans of action and subsequently meets with the Research Assistant. These meetings are held on a weekly basis. During the meetings the Research Assistant reports on his activities, information and materials are shared, and the Project Director assigns new tasks to the Research Assistant.

5. Project Planning and Direction Continued.

During this period the Master Plan for the Model Program was evaluated by two consultants, John Faust from Keene State College and John Cepaitis of the Nashua School District. Recommendations made by these two reviewers will be incorporated into the Model Program as it is implemented. In addition to planning for the current Project, the Project Staff has also met with key personnel in Nashua to discuss possible efforts in the coming fiscal year. There seems to be consensus that continuing work with the non-English background population would be useful. Further research will be conducted in anticipation of a possible proposal.

The Project Director prepared a proposal for the Nashua School District for a Language Testing Program for students of non-English background to be funded by Title IV.

The Project Director completed a Monograph Questionnaire on Bilingual Vocational Education as part of a study being conducted by the University of Wisconsin - Stout.

6. Research

As indicated above, there have been three major thrusts to our research during this period: Testing, especially as it relates to special needs; cross-cultural career counseling; and community awareness, i.e., awareness on the part of various agencies in the city of the opportunities and needs with reference to the linguistic minorities.

Summary of Project Activities 2/1/80 - 4/30/80

1. Administration of Project

The Director is responsible for maintaining records, filing financial and other reports and keeping up with correspondence. During this period it was necessary to hire a new secretary as the one hired in January resigned in early March.

2. Consulting Services

The Project Director serves on a regular basis as a consultant to the Nashua School District as the ESL Program develops. In this connection the Project Director led a full-day workshop on Testing English as a Second Language on 2/14/80. The Project Director also particiaptes in monthly ESL staff meetings in Nashua. The Director wrote up program goals for the ESL program in Nashua and prepared purchase orders in connection with a Title IV grant for work with ESL students. (This proposal was prepared by the Project Director - see 2nd quarter report). The Project Director has submitted recommendations for the restructuring of the Nashua ESL program to the Superintendent of Schools.

The Project staff has worked closely with the Director of Special Needs in Nashua (Gail Barringer) and we have given her a series of guidelines to be used in working with LEP students.

In addition to consulting in Nashua, the Project Director has also been in frequent contact with the Peterborough Middle School regarding ESL students. The Director has also had contact with schools in Portsmouth and in Martha'a Vineyard.

The Project Director, at the request of Consultant Alan Hodson, met with the Active Hispanic Association in Manchester to discuss their needs in bilingual vocational training.

3. Curriculm Library Development

Although we have not added many materials during this period, we have collected appropriate items as they have come to our attention. We plan to make a concentrated effort in this area during final quarter.

4. Professional Development - Project Staff

During this period the Research Assistant has been visiting all aspects of the career oriented programs in the Nashua High School. He has talked to coordinators and instructors, observed classes, and viewed facilities. As a result of these visits, he will prepare reports for future use in the ESL program.

Preparations were complete to send the Research Assistant to the National Leadership Conference on Bilingual Vocational Education, which was to have been held in Los Angeles, California on April 18 and 19. Unfortunately, the conference was cancelled at the last minute. It is hoped that a similar conference might be held before our project terminates

Both the Research Assistant and the Project Director participated in a workshop led by Helmar Associates onthe use of the ACE career assessment materials. The workshop was held in Nashua on 4/22/80.

5. Project Planning and Direction

The Project Director is responsible for the planning and execution of Project activities. To this end, the Director sets aside time each week to determine how best to carry out the stated objectives. The Director also meets with the Research Assistant on a weekly basis to hear reports and assign activities. To date, we are making good progress in the realization of our goals. We have been unsuccessful as yet in meeting with guidance personnel to discuss cross-cultural career counseling, but we will keep trying.

We spent a good deal of time and effort this quarter trying to organize a workshop for guidance and pre-vocational instructors, but in spite of cooperation from administrators, we were unable to attract an audience.

In spite of our failures with staff, we have successfully begun our career counseling program for all of the ESL students at the Junior and Senior High Schools. We have used a variety of assessment instruments such as the COATS, Singer, and Ohio programs. We will use the ACE program with 8th and 9th graders in May. For the COATS program, Helmar Associates prepared special follow-up narratives on all the ESL students who had been assessed with this instrument. These comprehensive reports are being

5. Project Planning and Direction Continued.

used by the Research Assistant as he meets with each student to do career counseling.

We have begun our outreach efforts by manning a table at the Career Day at the Nashua Mall where we distributed pamphlets discussing vocational training opportunities available in Nashua. We plan to disseminate similar information at the Festival of Nations May 11 - 17.

The Project Director completed a survey on English for Special Services requested by the English Language Institute at Oregon State University.

6. Research

Our many contacts throughout the Nashua area as well as our experience in the Nashua schools has led us to believe that future efforts under the provisions of PL94-482 should involve out-of-school individuals of non-English background who are under-or unemployed. We have had many discussions with all those involved in adult education throughout the city as well as individuals at the Chamber of Commerce. We feel there is a need for greater coordination and dissemination of information and will recommend that such an effort be funded.

7. Dissemination

As mentioned in (5) above, we have begun to disseminate information about the Model Program in various agencies in Nashua. We attempted to make arrangements to appear at the N.H. Vocational Association meeting in Waterville Valley on April 18 but were unable to do so. We have now made plans to appear at the Vocational Directors' meeting in Concord on May 15. Also, we will send printed information via John Faust to instructors from several of the State's vocational centers. We have requested copies of HEW's pamphlet "Opportunities in Bilingual Vocational Training" to use in this dissemination effort.

SUMMARY OF ACTIVITIES
5/1/80 - 6/30/80

A. Administration of Project

The Director is responsible for maintaining records, filing financial and other reports and keeping up with correspondence. During this period the Project Director prepared the final report and closed out the budget accounts.

B. Consulting Services

The Project Director has continued to serve as a consultant to the Nashua School District on a regular basis. On May 6, 1980 the Project Director, along with Marian Elliott and Mark Ankarberg, met with a team of Title I auditors from Washington (D.C.) to discuss Title I's role in the Nashua ESL Program. On 5/21/80 the Project Director conducted a workshop for the Nashua ESL staff centering on methods and materials for teaching English as a Second Language. The Project Director also advised the Nashua group on end-of-year testing processes and record-keeping procedures. A fact sheet on English as a Second Language, prepared by the Project Director, was distributed and discussed. The Project Director recommended that this instrument be used to increase awareness of the nature and goals of the ESL program during the coming year.

The Project Director worked closely with Marian Elliott in the preparation of a proposal for Title VII funding of a Spanish-English bilingual program in Nashua. The Project Director attended meetings on 5/21/80, 5/27/80, 6/5/80, and 6/12/80 to work on the proposal. In addition the Project Director wrote a major portion of the narrative and procured several support documents.

The Project Director also met with the ESL committee at CONVAL on 5/20/80 to discuss plans for the 1980-81 year.

C. Curriculum Library Development

During this period the Project Director made a concentrated effort to add to the curriculum library. As a result, many new items have been added to the collection. The collection will be housed at Keene State College and will be made available to ESL/Vocational programs around the State. In addition to the print materials, we also acquired during this period a set of A.C.E. career assessment materials (projector, cassettes, and related items) which can be used in pre-vocational counseling for LEP students. The collection consists of reference works, instructional texts in ESL and VESL, career education materials, and testing instruments.

D. Professional Development - Project Staff

In addition to reading appropriate reference materials as part of our on-going staff development effort, both the Project Director and the Research Assistant attended a meeting with the Massachusetts Bilingual Special Education Team in Boston on 5/16/80. At this meeting we learned how Massachusetts is handling the problem of evaluating children from non-English backgrounds. We discussed how Nashua might benefit from the insights gained through experience in several Massachusetts communities. We collected some twenty documents dealing with bilingual special education.

E. Project Planning and Direction

Since both the school year and the Project were coming to a close, during this period the Project Director was concerned to make sure that all loose ends were tied up and that there would be carry-over benefits from the Project which would impact on the educational

program of the Nashua School District in ensuing years. To this end, the Project Director made several recommendations on policy and procedures to the Research Assistant and various administrators in the Nashua School District. These recommendations are formalized in the cover letter which accompanies the final report to the Nashua School District.

F. Research

Research during this period has involved investigation of practices and procedures in bilingual special education, further contacts with institutions and agencies in Nashua which either serve or could serve linguistic minority populations, and development of a proposal for a bilingual program for the Spanish-speaking student population in Nashua.

G. Dissemination

The Project placed an informational flyer at the Festival of Nations in Nashua May 11-16. The Project Director made a presentation at the N.H. Vocational Directors Meeting in Concord on May 15, 1980. The Project Director, via John Faust, distributed an informational handout to all vocational instructional staff involved in Faust's instructional leadership workshops. The final report will be distributed as follows:

Dr. Berard Masse - Superintendent of Schools, Nashua, N.H.
Mr. Joseph Giuliano - Asst. Supt. of Schools, Nashua, N.H.
Mr. Lawrence O'Mara - Asst. Supt. of Schools, Nashua, N.H.
Mr. John Cepaitis - Director of Vocational Ed., Nashua, N.H.
Mr. John Faust - Voc. Ed. Curriculum Specialist - K.S.C.
Mr. Alan Hodson, Consultant, Division of Vocational Technical Education - N.H. State Dept. of Educ.

Dr. Richard Gustafson - Associate Dean - K.S.C.

Ms. Nancy Smith - Bureau of Occupational & Adult Education - USOE - Washington

ERIC (Educational Resources Information Center) - Washington, D.C.

In addition, the final report will be made available to Vocational Directors in New Hampshire and other interested parties on request.

SUMMARY OF RESEARCH ASSISTANT's PROJECT ACTIVITIES

1. Consulting Services to the District

From mid-October, 1979 to the end of January, 1980, the Research Assistant acted as Program Leader for ESL for the District's Program Evaluation Study. During this time he attended meetings for program leaders chaired by Mr. John Cepaitis, Project Co-ordinator. He also met on several occasions with other members of the ESL staff to complete the preliminary evaluation form. He submitted the completed Evaluation Survey form to Mr. Cepaitis on February 1, 1980.

The Project Director and Research Assistant met with the Special Needs team on December 3rd and 4th, 1979, to discuss the evaluation of bilingual children with potential handicaps. The Research Assistant had been in contact by telephone with Ms. Pat Landurand and her assistant, Ms. Maria Wilson-Portuondo, of the Mass. Department of Education Bilingual Special Education Project.

The Research Assistant assisted the District's ESL Administrative Co-ordinator, Mrs. M. Schappals, by arranging for language dominance tests in French, Spanish, and Portuguese whenever referrals were made.

2. Professional Development

The Research Assistant attended an all-day conference on ESL for Southeast Asians in Concord, N.H., on October 20, 1979. As a member of the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL), he attended the MATSOL Fall Conference on October 27, 1979, in Brookline, Mass. The Assistant helped make arrangements for and attended the Testing English as a Second Language workshop presented by the Project Director for the Nashua ESL staff on

November 16th, 1979. The Assistant also attended the Bilingual Vocational Education Workshop with the Project Director in Framingham, Mass. on November 17th, 1979. On January 24, 1980, the Assistant attended a reading workshop in Nashua sponsored by the Scholastic Publishing Company.

During the 3rd quarter, the Research Assistant attempted to arrange a workshop on cross-cultural career counseling for guidance personnel and junior high vocational education personnel. A series of workshops were originally planned for March 18th and March 25th. These workshops were cancelled due to a lack of registrants. A one-day workshop was re-scheduled for May 10th. However, this was also cancelled due to lack of interest. In making arrangements for these workshops, however, the Research Assistant was in contact with Dr. Pat Dowd at Boston University who had agreed to speak about cross-cultural counseling techniques. He also met with Ms. Betty Rose from the Southern New Hampshire Association of Commerce and Industry who had planned to speak about job needs and job projections for the southern New Hampshire area.

During this time, the Research Assistant continued his research on cross-cultural counseling by reading such books as Counseling Across Cultures and research in career education by reading books and manuals provided by the Project Director.

The Research Assistant also met with Mr. Richard McManus on two occasions to discuss the COATS system of career assessment and the A.C.E. career education assessment tools. The Research Assistant attended a workshop with the Project Director presented by Helmar Associates on the A.C.E. career education assessment materials on April 22, 1980.

3. Instructional Services

During the 1st and 2nd quarter, the Research Assistant was involved with testing the junior and senior ESL students assigned to him. Using testing instrunents provided by the Project, i.e., BINL, STEL, CELT, Ilyin Oral Interview, Puerto Rico Reading Test, etc., students were tested for English language proficiency. Based upon the results of these tests, individual learning programs were designed for each student. Subjective as well as objective means were used in determining the student's individual needs. The Research Assistant was in constant contact with the student's regular classroom teachers, especially the English teachers and guidance counselors.

The Research Assistant used an eclectic approach in teaching since each student's program was individualized. A great emphasis was put on reading comprehension and vocabulary development for those students who had been in the program for more than one year. New students in the program received intensive training in the four English skills, i.e., listening comprehension, speaking, reading, and writing, generally, in that order.

At the senior high level, a few students occasionally used the Prevocational English text by the Institute of Modern Languages, Inc. and texts from the English for Special Purposes series by Regents Publishing Company, Inc. These textbooks were purchased by the Project. Other texts used by the Assistant were: A First Book in Comprehension, Precis, and Composition, Alexander; Mastering American English, Hayden, Pilgrim, Haggard; Graded Exercises in English, Dixson; Essential Idioms, Dixson; English Sentence Structure, English Pattern Practices, English Pronunciation, Lado and Fries; English For A Changing World, Scott, Foresman; and various other texts published

by Regents Publishing Company.

As part of the students' instructional program, the Research Assistant used the following career assessment instruments with the junior and senior ESL students: COATS, A.C.E., and Singer Picture Interest Screening. The COATS system was used with five senior high ESL students; however, only the Job Matching and Employability Attitudes sections were used. The Research Assistant discussed the results of the assessment with each student individually, and Helmar Associates provided the Assistant with narratives they had prepared on each student. The Assistant discussed these narratives with each student. Each junior high student in theESL program was given the Singer Picture Interest Screening. The Assistant discussed the results with the individual student. At the end of the year, the junior high students were also given the A.C.E. assessment. Due to increased absences at the end of the year, only six junior high students were assessed. Because the A.C.E. system is an audio-visual system, it took a longer time to complete the assessment than anticipated. The students felt that the narration was too fast and they did not understand much of the vocabulary, so the Assistant had to stop and explain many of the questions. The Assistant also noted that some of the questions were culturally confusing for some of the students.

The Research Assistant met with the other members of the ESL staff and together they made recommendations to the District concerning textbooks they felt were needed for next year.

4. Research

The Research Assistant spent a great deal of time throughout the year reading materials provided by the Project Director concerning

bilingual vocational education programs, bilingual education, career development and career education, and cross-cultural counseling.

In addition to studying reference materials, the Assistant was greatly involved with developing data on the limited English proficient population in Nashua - both in-school and out-of-school populations. He began his research by conducting a teachers' survey in the Nashua public schools. All elementary classroom teachers and secondary English teachers were surveyed and asked to indicate students in their classes who (1) speak English as a second language or (2) who come from families in which a language other than English is spoken. The initial survey was followed by a second survey because it was felt by the Research Assistant that some teachers had provided inaccurate data on the initial survey and he also wanted to cross-validate data.

The Research Assistant also contacted key administrative and instructional personnel in the Nashua public schools, adult education program, and adult learning center in order to gain more knowledge about the limited English proficient population. He also contacted and interviewed key individuals in social and religious organizations in Nashua. Such contacts included people at CETA, the Youth Entitlement Program, the Latin American Community Organization, the Nashua Inter-Agency Coundil, all Catholic parishes servicing the various non-English populations in Nashua - to mention a few.

The Assistant contacted individuals at the N.H. Voc-Tech College in Nashua and at Daniel Webster College to increase their awareness about the Project and the needs of the Limited English proficient students in the Nashua area.

The Research Assistant and the Project Director along with a

representative of the District's ESL staff and Special Needs staff met with the Bilingual Special Education Project team in Boston on May 16th, 1980. The Massachusetts team shared with us what they are doing to evaluate bilingual children with possible learning problems.

5. Additional Activities

On December 7, 1979, the Research Assistant spoke at the Nashua Inter-Agency Council's monthly meeting in order to tell the Council's members about the Project and what was hoped to be accomplished. He spoke briefly about the diverse ethnic population in Nashua and the problems confronting the limited English proficient person. He sought their cooperation in providing career guidance to those LEP individuals they come in contact with in their organizations.

On February 14th and 15th, 1980, a Career Awareness Fair was held at the Nashua Mall. The Research Assistant manned a table on both days and provided literature about vocational and career training possibilities for the limited English proficient in Nashua.

Similar pamphlets were made available at the Festival of Nations program held at the Nashua Arts and Science Center, May 11th-17th, 1980.

TO: N.H. Vocational Instructors May 1980

FROM: Donald N. Flemming, Project Director
N.H. Vocational ESL Project

RE: Services for students of limited English proficiency in Vocational Education

For the past year, the Division of Vocational-Technical Education (Alan Hodson, Consultant) has sponsored a model program in Nashua to develop ways to better service students from non-English backgrounds in Vocational Education.

Our intent was and is to share any insights gained through the development of the Project with any vocational program in New Hampshire which might request such information.

Since most cities and towns in the state do not yet need a full-time vocational ESL staff, we have planned to provide consultant services as the need develops. Services available range from workshops, individual consultations, and materials and equipment loans to lists of instructional materials and resource people.

If you have students in your programs who are not benefitting fully due to limited proficiency in English, feel free to contact us for advice and suggestions.

We would also be interested in working with guidance counselors in any school where there are students from non-English backgrounds. Experience has shown that these students typically do not enroll in vocational programs for a variety of reasons:

1. limited English leads to academic failure and drop-out before 11th grade
2. the students and/or their families have cultural bias toward vocational training
3. the students lack awareness of American job market
4. the students are uninformed about vocational programs offered by the school
5. parents pressure students to enter job market as unskilled laborers

All of these obstacles can be overcome through a successful counseling program. We ask for your help in bringing this concern to the attention of guidance personnel in your schools.

For further information, please contact:

Alan Hodson, Consultant
Special Services for the Disadvantaged
N.H. State Dept. of Education
Division of Vocational-Technical Education
105 Loudon Road
Concord, N.H. 03301
271-3588

OR

Donald Flemming
Project Director
N.H. Vocational ESL Project
Keene State College
Keene, N.H. 03431
352-1909, Ext. 396

Student Number: 012

Age: 18

Grade: 12

1st Language: Spanish

Tests Administered:

12/4/79 STEL Intermediate
This student received a raw score of 31 out of 50. This placed him at the 500 level or a high intermediate level. The high intermediate level was consistent with his ability in English structure.

12/6/79 Puerto Rican Reading Test Level 3
The student received a raw score of 48 out of 73. Again, this seemed appropriate since reading comprehension and vocabulary appeared to be his areas of greatest weakness.

12/7/79 Ilyin Oral Interview
The student received a total score of 47 which placed him in the lower advanced level (500/600). This coincided with the results of the STEL. His speaking ability is his strongest area.

1/8/80 BINL Pre-test
The student received a fluency score of 151. His average level of complexity was 119.4 and he was classified as Fluent English Speaking.

5/19/80 STEL Advanced
The student received a raw score of 36 out of 50 which placed him at the 600 level or advanced level. He showed considerable progress from the earlier test.

5/20/80 BINL Post-test
Results not received

Learning Activities:

This student's weakest areas were reading comprehension and vocabulary development. Most of the year was spent on developing these areas. The student was given reading books from the Sprint Series published by Scholastic, and he also read from Reading for Understanding. Worksheets were periodically given to review and practice grammatical patterns. Occasional writing assignments included briefly summarizing what he had read, as well as exercises from A First Book in Comprehension, Precis, & Composition. This student also read and reported on two library books.

Vocational Training:

During the first semester of the school year, this student was enrolled in Exploratory Woodwork. He was very proud of his work and often brought in his finished projects.

Career Counseling:

The student was given the COATS assessment. Interestingly, he matched very positively to Metal and Wood Construction. He showed a desire to work independently with concrete tasks. He discussed his interests with me, and he realizes that he could benefit from a work experience situation. The COATS also indicated that he needs to develop vertal and social skills.

Student Number: 013

Age: 17

Grade: 12

1st Language: Spanish

Test Administered:

12/4/79 STEL Beginning
The student received a raw score of 32 out of 50 which placed him at 300 or a high beginning level.

12/6/79 Ilyin Oral Interview
The student received a total score of 58 and placed at the 300 level or lower intermediate level. This appeared to coincide with the results of the STEL. The student uses very simple sentence structures, but is very careful about speaking correctly.

1/4/80 BINL Pre-test
The student received a fluency score of 167. This was amazingly high compared with scores of the student's peers. The student's average complexity was 83.5. The student was classified as being Limited English Speaking.

5/19/80 STEL Intermediate
The student received a raw score of 31 out of 50. This placed the student at the high intermediate level (500). As compared to results achieved when the first STEL was given, this showed considerable growth.

5/20/80 BINL Post-test
Results not available.

Learning Activities:

This student began at a very elementary level of English proficiency. The student had studied English for several years but had never learned to speak it well. Thus he lacked confidence in speaking. He also was very poor in reading comprehension and in writing. The student's listening comprehension was quite well developed. The student initially spent a great deal of time practicing English sentence patterns. The text English Sentence Patterns (Lado & Fries) was used. Exercises were also given from Improving Aural Comprehension. The student practiced reading by using the Reading for Understanding cards, and later read books at the beginning level of the Sprint series. This student showed considerable improvement.

Vocational Training:

This student studied Weaving and Housing and Interior Decorating. These were classes which did not require a lot of verbal and reading skills, and the student was able to excel. Occasionally, I was asked to help the student prepare for tests in Housing and Interior Decorating. This activity involved learning vocabulary.

Career Counseling:

This student was evaluated with the CCATS. In talking to the student, I learned that he preferred working for someone and accepted directions well. The CCATS also indicated this. The student's profile suggests that he accepts direction and would work well in a supervised setting. The student seems particularly interested in medical services, such as being a nurse or a technician. The student is interested in becoming a physical therapist.

Student Number 014

Age: 16

Grade: 10

1st Language: Portuguese

Tests Administered:

12/4/79 STEL Advanced
The student scored a raw score of 32 out of 50, placing him in the advanced level (600). This was interesting since subjective evaluation of the student did not indicate such a high level of proficiency.

12/6/79 Puerto Rican Reading Test Level 3
Even though the student's first language is not Spanish, he was given this reading test. He scored 57 out of a possible 73. Reading tended to be one of his weakest areas.

12/10/79 Ilyin Oral Interview
This student received a total score of 40, placing him at a lower advanced level. The student's speaking ability is very well developed compared to his other skills.

1/8/80 BINL Pre-Test
The student received a fluency score of 139. His average complexity level was 113.7 and he is classified as Fluent English Speaking. The average for his class was 133.3, so he placed somewhat below his peers.

5/19/80 CELT
Because this student scored well on the advanced STEL, he was given the CELT as a post-test. He received a 71%. Again, the student's ability in English structure is quite good.

5/22/80 BINL Post-Test
Results not available

Learning Activities:

This student attended class three times a week. He was referred to me by his English teacher because it was felt he needed help in vocabulary development. Much of the class time was spent on developing vocabulary through use of worksheets, etc. He also used the Reading for Understanding cards for additional reading and vocabulary development.

Vocational Training:

This student was enrolled in Exploratory General Shop and Exploratory Small Engines. He indicated that he enjoyed his industrial arts classes, and did not have any problem understanding.

Career Counseling:

The student was assessed with the COATS system. He matched very positively with job clusters including construction, machine operation, repair, installation, and materials handling. In talking to the student, I learned that he is interested in machine operation, and is presently working at such a job. He also was encouraged to look into wood and metal construction as he matched very positively in these areas. He needs to develop his verbal skills and social skills, since he tends to be a very shy person.

Student Number 015

Age: 17

Grade: 11

1st Language: Spanish

Tests Administered:

12/4/79 STEL Intermediate
The student received a raw score of 29 out of 50. This placed him at a middle intermediate level (400). This seemed consistent with subjective evaluations made earlier.

12/10/79 Ilyin Oral Interview
The student received a total score of 33, placing him at a high intermediate or 400 level. This coordinated well with the results of the STEL test. It indicates that his speaking ability is better developed than his other skills; however, he makes frequent structural errors.

1/8/80 BINL Pre-Test
The student's total fluency score was 119 words. His average complexity level was 90.9. He was classified as limited English speaking. The average complexity level for his class was 82.0. He is above the national level of 83.9.

5/19/80 STEL Advanced
The student placed at 600 (Advanced Level) with a raw score of 29.

5/22/80 BINL Post-test
Results not available

Learning Activities:

This student had studied ESL for several years, but he was quite weak in English grammar and structure as well as in vocabulary development. He tended to be a slow reader though he comprehended what he had read. This student worked in Graded Exercises (Dixson) and ESL Grammar Workbook (Dart). He also worked in Essential Idioms in English (Dixon). For vocabulary development and reading comprehension he used Reading for Understanding cards. This student tended to be very lazy and was often absent. He accomplished very little the last two marking periods because of truancy.

Vocational Training:

During the second semester, the student was enrolled in the learning to Type course in the Business Education department. Apparently, his poor attendance affected his performance in this class.

Career Counseling:

Through counseling with the student, I learned that he is interested in going to college and in becoming a professional. His career interests were assessed with the COATS. This indicated that the student has not had enough experience with his stated skill preferences to be considered job-ready. It was suggested that he could benefit from vocational counseling, skill experience/exposure and re-assessment. It is my feeling that he is reluctant at this time to make any concrete decisions about the direction he might like to go in.

Student Number: 016

Age: 17

Grade: 10

1st Language: Farsi

Tests Administered:

12/4/79 STEL Intermediate
This student received a raw score of 27 out of a total of 50. This placed him at a middle intermediate level of 400.

12/6/79 Puerto Rican Reading Test Level 3
The student received a raw score of 52 out of 73.

12/10/79 Ilyin Oral Interview
The student scored a total of 33, placing him at 400 or a high intermediate level. This was consistent with the STEL results.

1/4/80 BINL Pre-test
The student's total fluency was 125 words. His average complexity level was 152.8. He is classified as Proficient English speaking. He placed above the average complexity level for his class of 133.8.

5/19/80 CELT
The student had shown so much improvement in the course that he was given the CELT rather than the advanced STEL. He scored a 68%. Although this score is somewhat low, I believe it shows the progress made by this student.

5/22/80 BINL Post-test
Results not available

Learning Activities:

This student was quite strong in speaking and grammar. He needed to improve his vocabulary and reading comprehension, as well as his spelling. He worked in both the Reading for Understanding and SRA Reading kits. He was rather slow at first but showed good progress as time went on. He was also given library books to read and report on, and was required to hand in written summaries of what he had read. For review and practice of grammar he worked in ESL Grammar Workbook (Dart). He also practiced vocabulary by using various Developmental Learning Method materials.

Vocational Training:

During the second semester the student was studying Exploratory General Metals. He did not appear to have any problems in this class. He showed me his class projects and he indicated that he enjoyed the work. He would like to enroll in Small Engines next fall.

Career Counseling:

When talking to the student, he indicated that he is interested in joining the Air Force and learning a skill at that time. He has indicated that he is interested in working with engines. He is also interested in woodworking.

When assessed by the COATS system, he was found to be suited for such jobs as machine operation, construction, repair, maintenance and material handling. However, his career possibilities are limited at this time due to his lack of preference and experience in social and informational skills. This was explained to the student. The results also suggest that formal education is not his favorite pastime, as he would prefer to be physically active. He functions best in a supervised setting. He could benefit from oral and written skill practice in English to improve his employability.

Student Number: 017

Age: 17

Grade: 11

1st Language: Greek

Tests Administered:

12/4/79 STEL Intermediate
The student's score indicated that he should be given the STEL advanced.

12/5/79 STEL Advanced
The student received a raw score of 29 out of a possible 50 which placed him at 600 or high advanced level.

1/4/80 BINL Pre-test
This student had an average sentence length of 6.7 in a range of 0-15. On a scale of 0-200, his average complexity level was 73.1. This is below the national average of 83.9 and below his own class average of 82.0. This student is classified as Limited English Speaking.

5/16/80 CELT
The student received a raw score of 50 out of 75 or 67%. Considering that the student was pre-tested with the STEL, it is the feeling of the instructor that his score accurately reflects his current proficiency.

5/22/80 BINL Post-test
Results not available.

5/23/80 RFU (Reading for Understanding) Placement Test
The student received a raw score of 67, which for his grade level places him at a 7.2 reading grade level.

Learning Activities:

This student is physically handicapped (hearing) as well as being from a non-English speaking background. He was referred for ESL assessment by the reading teacher, the speech & hearing teacher, and the guidance counselor. It was felt that his reading level was the result of his linguistic background. The student was assigned to read from the RFU reading cards. He also studied in Modern English (Dixon), concentrating on readings and exercises. The student was also given many vocabulary-building exercises. Other texts used included ESL Grammar Workbook (Dart) and The New Reader (Macmillan). Emphasis was placed on developing reading comprehension, vocabulary development, and learning to articulate what he wants to say.

Vocational Training:

This student has participated in vocational training for the past two years. The second semester this past year, he was enrolled in Small Engines which he told me he enjoyed very much. He is very interested in engines and machines.

Career Counseling:

Since this student did not join the ESL class until the third quarter, he was not assessed by the COATS system as were the other members of the class. However, in talking to the student, I learned that he is interested in pursuing a career which involves working with or running machinery. He is also very interested in working on cars. He had studied auto mechanics in the vocational program at the high school. He was encouraged to talk to the Youth Entitlement people at the high school, and he was able to get a job in a factory in Nashua which makes plastics.

Student Number: 018

Age: 15

Grade: 9

1st Language: Portuguese

Tests Administered:

12/3/79 STEL Beginning
The student received a raw score of 32 out of 50 which placed him at 300 or a high beginning level.

12/4/79 Ilyin Oral Interview
The student received a total score of 56 and placed at the 300 level which is equivalent to the lower intermediate level of English. It was often very difficult to understand the student since he has a tendency to speak softly and in a somewhat garbled manner. The results appear to coincide with the results of the STEL.

12/5/80 BINL Pre-test
The student had an average sentence length of 6.4 in a range of 0-15. On a scale of 0-200, his average complexity level was 67.8. He is classified as Limited English speaking. The national average complexity level for his grade level is 74.0.

5/26/80 STEL Intermediate
The student received a raw score of 30 out of 50. This placed him at 500 or the lower section of the advanced level. This shows considerable growth from the pre-test.

5/29/80 BINL Post-test
Results not available.

Learning Activities:

This student appeared to be very weak in all skills at the beginning of the year. He was given an integrated individualized program. He was given Graded Exercises, Essential Idioms in English, and Easy Reading Selections (Dixon). He also worked on Reading For Understanding. He showed very little progress at first. In fact, the instructor requested a staffing on him, and it was learned that he had been tested the year before, and was found to be just a very slow learner. The ESL instructor worked closely with his regular English teacher, and by second semester the student was beginning to show remarkable progress, both in ESL and regular English class. Post-testing indicates, also, that this is true.

Vocational Training:

During the first semester the student was enrolled in Introduction to Business. He seemed to encounter no problems in this class. The instructor consulted a few times with the business teacher to explain the student's background and progress in ESL. The second semester the student took learning to Type. He apparently had no problems with this class either.

Career Counseling:

The student was given the Singer Picture Interest assessment. The results indicated that the student is interested in working with machines or automobiles. During discussions with the student, he indicated that he would like to enroll in small engines and auto mechanics when he enters the high school next fall.

The student was assessed also with the ACE materials. He had a great deal of trouble with this assessment, due primarily to the difficulty in vocabulary and speed of the narration on the tapes. Out of a total of 80, the student scored a 52. He appears to have little knowledge about career decision making and career education.

Student Number: 019

Age: 14

Grade: 8

1st Language: Spanish

Tests Administered:

11/27/79 STEL Intermediate
The student received a raw score of 29 out of 50, and placed at 400 or a high intermediate level of English.

12/12/79 Ilyin Oral Interview
On the short form, the student received a total of 18 which placed the student at a beginning level. The student is very careless when speaking which is indicated in the results of this test compared to the results of the STEL. The student does not have a good foundation in English, even though she has been in the program several years.

1/23/80 BINL Pre-test
The student had an average sentence length of 7.9 in a range of 0-15. On a scale of 0-200, her average complexity level was 85.9. She is classified as Fluent English Speaking. However, her complexity level is considerably lower than her peers. Average complexity level for her class is 112.1. However, she placed higher than the national average complexity level for her grade level.

5/22/80 STEL Advanced
Incomplete data. The student was frequently absent at the end of the year and did not complete the test.

5/22/80 BINL Post-test
Results not available.

Learning Activities:

This student needed a lot of remedial work in all English skills. Structure, reading and writing were particularly emphasized. Texts used: Mastering American English (Hayden), Graded Exercises in English, Exercises in English Conversation, and Easy Reading Selections (Dixon), and Reading For Understanding and SRA. The student lacked motivation and interest in the class. She performed minimally most of the time. She was frequently absent from school which prevented continuity in her program.

Vocational Training:

During the school year the student was enrolled in Home Economics and Sewing class. The student did not appear to have any problems in either class. She was not very interested in either one. However, this is an attitude that the student has about all her classes.

Career Counseling:

The student was assessed using the Singer Picture Interest assessment instrument. The results were rather inconclusive since the student showed little interest in any of the choices. Also, the pictures are not really suitable for girls, and there is very little choice for them.

The student was also assessed with the A.C.E. materials. She received a total of 50 out of 80. It would appear that the student has little knowledge about career education or else she is not interested. In talking with the student, she has indicated that she wants to attend college. It was emphasized that she must change her attitude about school and work if she hopes to become successful in realizing her ambitions.

Student Number: 020

Age: 14

Grade: 8

1st Language: Portuguese

Tests Administered:

12/4/79 STEL Intermediate
The student received a raw score of 29 out of 50, and placed at 400 or a high intermediate level.

11/12/79 Ilyin Oral Interview
The student received a total score of 56. She placed in the lower intermediate level (300).

1/8/80 BINL Pre-test
The student's average sentence length was 9.9 in a range of 0-15. She received an average complexity level of 113.5 on a scale of 0-200. This classifies the student as Proficient English Speaking. The average complexity level for her own class was 112.1.

5/21/80 STEL Advanced
The student received a raw score of 26 out of 50 which placed her at 600 or in the high advanced level. This shows measurable growth from when she was pre-tested using the intermediate level.

5/22/80 BINL Post-test
Results not available.

Learning Activities:

Instructional activities emphasized reading and writing, as well as grammar review and practice. The texts used included the following: Graded Exercises in English, Regents Workbook, and Easy Reading Selections (Dixon); Mastering American English (Hayden); English For A Changing World (Scott, Foresman); and Spring Reading books. The student read and reported on books that she had read. RFU and SRA were used for vocabulary development and reading comprehension as well. The student showed remarkable progress during the year. She also did well in her regular English class. The student has a lot of motivation and initiative. She improved a great deal in grammar and structure. She will continue to need practice in reading comprehension and developing vocabulary. For composition practice she chose selections from Free Composition Book (Hill).

Vocational Training:

During the school year the student was enrolled in Home Economics and Sewing. She encountered no serious problems in either of these fields. She seemed to enjoy these classes very much.

Career Counseling:

The student indicated to me that she was interested in going on to college when she finishes high school. She still needs to improve her English at this point in order to be admitted. However, I encouraged her to set college as a goal for learning and for improving her English. I also encouraged her to study another foreign language beginning next year. It was suggested that she would probably do well in Spanish since it is similar to her first language.

The student was given the Singer Picture Interest assessment. The assessment did not seem appropriate for her since most of the pictures were of male-dominated jobs. Her highest interests were in office and sales and in cooking and baking.

The student was also assessed for career education knowledge using the ACE materials. She received a total of 42 out of 80. The vocabulary used presented a lot of problems for the student. I think that many errors were due to not understanding the vocabulary, even though I stopped to explain much of it. Her strongest areas were general vocational skills and awareness of and knowledge about work. Her weaknesses were in work-seeking and work getting and continuing education. It is my feeling that this student needs to learn more about career decision making, work habits and work values necessary for successful careers. She realized her weaknesses and is determined to learn more about selecting a career.

Student Number: 021

Age: 13

Grade: 8

1st Language: Portuguese

Tests Administered:

11/21/79 STEL Intermediate
The student received a raw score of 49 out of 50. Advised to take the STEL Advanced.

11/26/79 STEL Advanced
The student received a raw score of 32 out of 50, placing at 600 or the higher section of the advanced level.

11/30/79 Ilyin Oral Interview
The student was given the short form and received a total score of 47, placing him in the lower advanced level. This appears to coincide with his performance on the STEL Advanced.

1/8/80 BINL Pre-test
The student had an average sentence length of 13.1 in a range of 0-15. On a scale of 0-200, his average complexity level was 145.6. The national average for his class level is 72.6. The average complexity level for his own class was 112.1. This student was classified as Proficient English Speaking.

5/22/80 CELT
The student scored 71% correct. It is obvious from this student's STEL and CELT scores that he has a good understanding of English structures.

5/23/80 BINL Post-test
Results not available.

Learning Activities:

The student was given an integrated learning program at the beginning, and help with his regular English class assignments. However, after initial testing, it was determined that the student's biggest problem was being a very slow worker. The student has been in the program for two years. He has a very good foundation in basic English structure. A great deal of time was spent on vocabulary development, reading comprehension, and some writing. The student was assigned reading books from the Sprint series. He also worked on the Reading For Understanding cards. The SRA program seemed to be somewhat difficult for him, primarily because of vocabulary that he was not familiar with. He has difficulty figuring out meanings from context on his own. He was assigned worksheets for review and practice in grammar and vocabulary. He understands spoken English very well, and he speaks quite fluently.

Vocational Training:

During the first semester the student was enrolled in general shop class. The second semester he studied drafting. He had a few problems understanding the text in shop class, again due to vocabulary. We often worked on text assignments and his teacher sent his tests to me to help him with in ESL class. However, manually he did very well in class. Drafting class did not present any serious problems.

Career Counseling:

The student was given the Singer Picture Interest assessment. He showed a firm interest in drafting and carpentry; some interest in electrical wiring, refrigeration, heating and air conditioning; and negative interest in office and sales and cooking and baking. The student was also assessed with the ACE materials. He received a total score of 67 out of 80. His strengths (average 6) were in self awareness, general vocational skills, work values, and awareness of and knowledge about work. He scored lower in career decision-making and continuing education.

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